EGE Fiction Reading Rubric/EGE Research and Reasoning Rubric

**Reading for All Purposes**: Students demonstrate comprehension of a variety of informational, literary, and persuasive texts.

**Writing and Composition**: Students write with a clear focus, coherent organization, sufficient elaboration, and detail; students can apply standard English conventions to effectively communicate with written language.

**Research and Reasoning**: Students demonstrate effective problem-solving strategies.

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| **Rubric Category** | **Exceeds Standards (4)** | **Meets Standards (3)** | **Approaching Standards (2)** | **Does Not Meet Standards (1)** |
| Determine a **theme or central idea of a text** and **analyze in detail its development over the course of the text**, including **how it emerges and is shaped and refined by specific details**; provide an **objective summary** of the text.  (CCSS: RL. 9-10.2)  Analyze **how an author’s choices** concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise; use literary terms to describe and analyze selections.  (CCSS: RL. 9-10.5) | Student has a sophisticated and accurate understanding of the theme or central idea of the text.  Student effectively analyzes if the author is successful in developing the elements of the genre as well as correctly identifies use of sophisticated literary elements to strengthen analysis. | Student has an accurate understanding of the theme or central idea of the text.  Student analyzes if the author is successful in developing the elements of the genre as well as correctly identifies use of literary elements to strengthen analysis. | Student has an incomplete understanding of the theme or central idea of the text.  Student inaccurately analyzes if the author is successful in developing the elements of the genre. Literary elements are identified, but there is no explanation as to how those are used in the piece. | Student does not understand the theme or central idea of the text.  Student is unable to analyze if the author is successful in developing the elements of the genre. Literary elements are not identified. |
| Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  (CCSS: L.9-10.2) | There are no errors in grammar, mechanics or spelling. Use of grammar enhances the flow of the piece. | Minimal errors in grammar, mechanics or spelling do not detract from the work. | Errors in grammar, mechanics or spelling detract from the work. | There are “no excuse” errors **such as** misspelling their/they’re/there, you’re/your (or other common homophones), misuse of then/than, or a variety of other offenses. |

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| Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions (Colorado Academic Standards 4)  Examine materials to determine appropriate primary and secondary sources to use for investigating a question, topic, or issue (e.g., library databases, print and electronic encyclopedia and other reference materials, pamphlets, book excerpts, online and print newspaper and magazine articles, letters to an editor, digital forums, oral records, research summaries, scientific and trade journals) (Colorado Academic Standards 4.1.d) | Combine multiple, credible sources in order to answer the research question.  Comprehensively evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer completely avoids plagiarism through the effective use of quotations and paraphrasing from a wide variety of sources. | Combine multiple sources in order to answer the research question.  Accurately evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The writer avoids plagiarism through the use of quotations and paraphrasing from a variety of sources. | Does not use enough sources to answer the research question.  Incompletely evaluates quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from the writer’s own content is not always clear. A variety of sources was not used. | Does not find sources appropriate to the research question.  Does not evaluate quality, accuracy, and completeness of information and the bias, credibility, and reliability of the sources.  The division between quoted or paraphrased material from  the writer’s own content is not clear and gives the impression of plagiarism. Sources were not used. |
| Use technology, including the Internet, to produce, publish, and update individual or shared writing products (CCSS: W.9-10.6) | The finished appearance is of superior quality, is formatted according to MLA conventions, and includes well-placed graphics or thoughtful use of fonts. | Presentation/formatting of the writing is standard and predictable and follows MLA conventions. | Presentation/formatting confuses the message and does not follow MLA conventions accurately. | MLA elements are missing. |